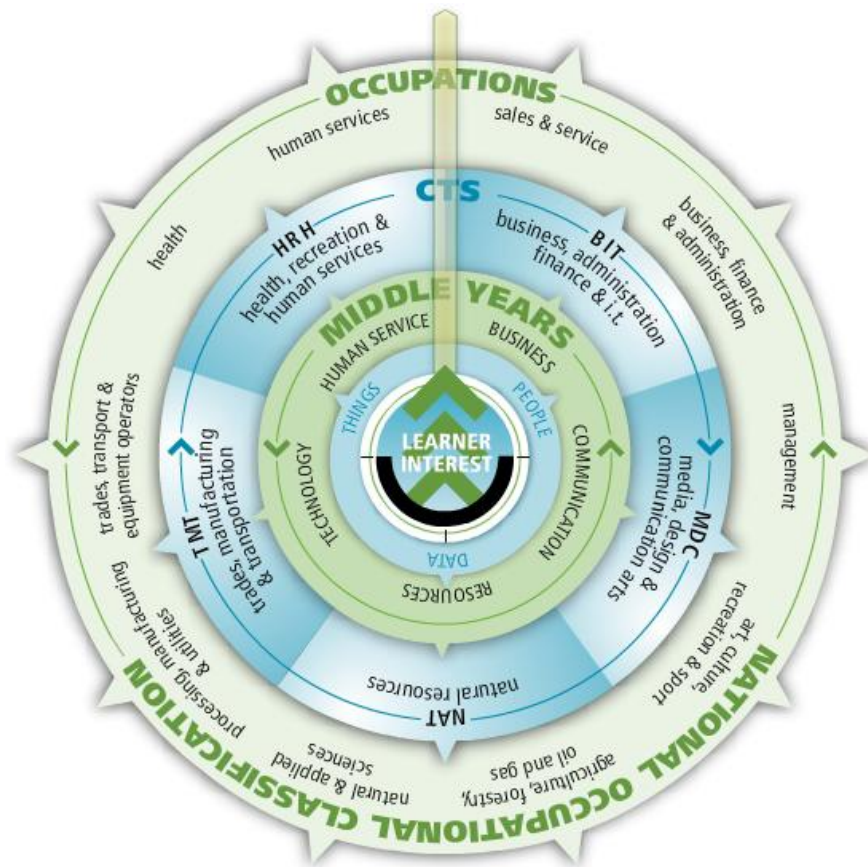


Courses and Resources to Support Mentoring



Career and Technology Studies

“...an **Ethical Citizen** understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community...”

Ministerial Order (#001/2013) Student Learning



Alberta Mentoring Partnership

Alberta
Government

Career and Technology Studies Courses

Cluster: Health, Recreation and Human Services

<http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx>

Occupational area: Human and Social Services

Courses:

HSS1050 Introduction to Mentorship

Students learn about the characteristics of positive mentoring relationships in their personal lives and society. Students prepare to engage in a mentoring relationship. Students apply basic mentoring skills to a mentoring relationship and explore considerations for safety related to mentoring.

Prerequisite: None

Level: Introductory

HSS2050 Becoming a Mentor

Students analyze the relationship between mentoring and the wellness of individuals and communities. Students build a personal profile to prepare for their role as a mentor and demonstrate mentoring skills.

Prerequisite: HSS1050: Introduction to Mentorship

Level: Intermediate

HSS3050 Becoming a Mentee

Students build a personal profile to engage as a mentee in a successful mentoring relationship to explore career and/or personal goals for citizenship or volunteering in their community.

Prerequisite: None

Level: Advanced

HSS3060 Extending the Mentoring Relationship

Students demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship. Students examine unique populations that commonly occur in communities and adapt mentoring activities to meet the needs of supported populations and cultural differences, including differences related to First Nations, Métis, and Inuit (FNMI) perspectives.

Prerequisite: HSS2050: Becoming a Mentor

Level: Advanced

HSS3070 Peer Mentoring

Students examine the Positive Youth Development Model and assist in the planning, facilitation and assessment of a peer mentoring program for a specific community.

Prerequisites: HSS1080: Leadership Fundamentals 1

HSS3050: Becoming a Mentee

HSS3060: Extending the Mentoring Relationship

Level: Advanced

Occupational area: Community Care Services

Courses:

CCS3050	Supporting Positive Behaviour Students learn basic concepts related to human behaviour and analyze behaviour with a behaviour pathways model. Strategies for intentional support for positive behaviours are examined. <i>Prerequisite: None</i> <i>Level: Advanced</i>
CCS3060	Supporting Persons with Disabilities 1 Students examine the roles and responsibilities of an individual providing services to persons with disabilities, and gain an appreciation of the transforming perception of societal values and beliefs related to disabilities. Students demonstrate understanding of commonly recognized disabilities and examine strategies and safety considerations for providing services to persons with disabilities. <i>Prerequisite: None</i> <i>Level: Advanced</i>
CCS3070	Supporting Persons with Disabilities 2 Students gain an appreciation of the uniqueness and capacities of persons with disabilities, and develop strategies for providing services to persons with disabilities. <i>Prerequisites: CCS3060: Supporting Persons with Disabilities 1</i> <i>Level: Advanced</i>

For a complete listing of Career and Technology Studies courses, visit <http://education.alberta.ca/teachers/program/cts/program-of-studies.aspx>. Course outlines follow.

HSS1050 Introduction to Mentorship

Students learn about the characteristics of positive mentoring relationships in their personal lives and society. Students prepare to engage in a mentoring relationship. Students apply basic mentoring skills to a mentoring relationship and explore considerations for safety related to mentoring.

Supporting Courses

HSS1030: Communication Skills for Health Professionals

HSS1040: Developing Maturity & Independence

HSS2020: Nurturing Children

Outcomes

The student will:

1. explain the relationship of mentoring to the wellness of individuals and communities
 - 1.1 define *mentorship*, including the terms:
 - 1.1.1 *mentee*
 - 1.1.2 *mentor*
 - 1.2 describe the etymology of the term *mentorship*
 - 1.3 summarize the characteristics of a successful mentoring relationship
 - 1.4 justify the importance of a long-term relationship to the mentee
 - 1.5 identify the personal characteristics of a successful mentor
 - 1.6 identify the personal characteristics of a successful mentee
 - 1.7 differentiate between mentoring and coaching, tutoring, peer support and teaching based on:
 - 1.7.1 goals of the relationship
 - 1.7.2 duration of the relationship
 - 1.7.3 roles in the relationship
 - 1.8 differentiate between informal and formal mentoring relationships
 - 1.9 describe how cultural diversity influences mentoring relationships
 - 1.10 summarize the impact of mentoring relationships on the life goals and achievement of significant individuals from history or current events
 - 1.11 list benefits of mentoring relationships to the:
 - 1.11.1 mentee
 - 1.11.2 mentor
 - 1.11.3 community, including the school community
2. describe the impact of mentoring to personal development
 - 2.1 describe the impact of personal mentoring relationships, including formal and informal mentoring relationships from:
 - 2.1.1 personal history
 - 2.1.2 present life
 - 2.1.3 future life
 - 2.2 share personal mentoring relationship(s) with another person such as a peer or teacher
 - 2.3 identify personal characteristics related to being a mentor and being a mentee

Introduction to Mentorship (continued)

3. describe the roles, rights and responsibilities of the mentor and mentee related to safety
 - 3.1 describe basic safety precautions in the context of a mentoring relationship, including:
 - 3.1.1 precautions for the prevention of communicable diseases
 - 3.1.2 preparation for a first aid response to minor injury
 - 3.1.3 recognition of potential hazards in the environment (indoor and outdoor)
 - 3.2 summarize the principle of confidentiality as it pertains to mentoring relationships
 - 3.3 summarize signs and symptoms of four types of abuse, including physical, emotional, neglect and sexual abuse
 - 3.4 state the duty to report as indicated in current legislation, including the *Child Welfare Act*
 - 3.5 explain the interpretation of failure to report abuse as a type of abuse
 - 3.6 identify appropriate methods of reporting suspicions of abuse that may arise during a mentoring relationship
 - 3.7 state the limitations of personal skill and scope of responsibility in dealing with issues related to abuse or violence
4. demonstrate basic mentoring skills in an actual mentorship experience in a one-on-one or paired mentoring relationship
 - 4.1 summarize the qualities of an effective mentor
 - 4.2 describe the stages of a mentoring relationship cycle, including:
 - 4.2.1 preparing
 - 4.2.2 discovering and negotiating
 - 4.2.3 building rapport and trust
 - 4.2.4 accomplishing and attaining
 - 4.2.5 wrapping up
 - 4.3 outline the general characteristics of life-span development, including:
 - 4.3.1 stages of child development
 - 4.3.2 stages of adolescent development
 - 4.3.3 stages of adulthood
 - 4.4 demonstrate effective strategies for initiating a mentoring relationship, including:
 - 4.4.1 using an ice-breaker activity
 - 4.4.2 writing a letter of introduction
 - 4.5 match personal characteristics of a mentee with recognized levels of life-span development, including:
 - 4.5.1 physical characteristics
 - 4.5.2 social characteristics
 - 4.5.3 emotional characteristics
 - 4.5.4 mental characteristics
 - 4.6 demonstrate effective communication skills within the context of a mentoring relationship, including:
 - 4.6.1 using conversation builders
 - 4.6.2 recognizing and avoiding conversation blockers
 - 4.6.3 using active listening skills, including verbal and nonverbal skills
 - 4.7 apply basic skills for either wrapping up or renegotiating a mentoring relationship

Introduction to Mentorship (continued)

5. demonstrate basic competencies
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible Introductory
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
6. make personal connections to the cluster content and processes to inform possible pathway choices
 - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 create a connection between a personal inventory and occupational choices

HSS2050 Becoming a Mentor

Students analyze the relationship between mentoring and the wellness of individuals and communities. Students build a personal profile to prepare for their role as a mentor and demonstrate mentoring skills.

Supporting Courses

HSS1030: Communication Skills for Health Professionals

HSS2030: Perspectives on Interpersonal Relationships

HSS3050: Becoming a Mentee

Outcomes

The student will:

1. analyze the relationship between mentoring and the wellness of individuals and communities
 - 1.1 summarize the issues facing youth in today's society, such as:
 - 1.1.1 addictions
 - 1.1.2 managing relationships
 - 1.1.3 setting goals for the future
 - 1.2 outline the impact of influences on youth, including:
 - 1.2.1 peers
 - 1.2.2 family
 - 1.2.3 media
 - 1.2.4 school
 - 1.2.5 culture
 - 1.2.6 community
 - 1.3 summarize factors that promote wellness in individuals
 - 1.4 analyze the benefits of a mentoring partnership to the:
 - 1.4.1 mentee
 - 1.4.2 mentor
 - 1.4.3 community
 - 1.5 analyze community options for mentorship by:
 - 1.5.1 building a profile of community mentors and organizations that promote mentoring
 - 1.5.2 interviewing representatives of community organizations to explore opportunities for mentoring; e.g., personal interview, electronic interview, telephone interview, review of a recorded interview
2. demonstrate strategies for building a personal profile in preparation for assuming the role of a mentor
 - 2.1 describe strategies for assessing personal development, including strategies for assessing:
 - 2.1.1 personal strengths
 - 2.1.2 learning styles
 - 2.1.3 multiple intelligences
 - 2.2 build a personal profile, including:
 - 2.2.1 Developmental Assets checklist
 - 2.2.2 a summary of personal strengths identified by completing a Development Assets checklist
 - 2.2.3 a summary of goals for personal development based on results of a Development Assets checklist

Becoming a Mentor (continued)

- 2.2.4 a description of personal learning styles based on assessment using a recognized resource
 - 2.2.5 a summary of personal multiple intelligences based on assessment using a recognized resource
- 2.3 evaluate personal life roles based on a personal profile, including roles related to:
 - 2.3.1 mentoring
 - 2.3.2 a career pathway
 - 2.3.3 citizenship and volunteering
- 3. demonstrate mentoring skills in an actual mentorship experience
 - 3.1 define *self-esteem*
 - 3.2 demonstrate basic strategies for fostering high self-esteem in the mentee
 - 3.3 apply SMART goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
 - 3.4 apply basic strategies to give the mentee a voice and choice in activities
 - 3.5 summarize the learning style of the mentee
 - 3.6 select activities that complement the learning style and developmental stage of the mentee
 - 3.7 apply basic creative problem-solving skills in the mentoring relationship
 - 3.8 define the steps of the conflict resolution process
 - 3.9 apply basic conflict resolution skills as conflicts arise
 - 3.10 demonstrate skills to support and protect the mentor in the mentoring relationship by:
 - 3.10.1 setting boundaries with the mentee
 - 3.10.2 accessing support from an appropriate supervisor
 - 3.11 assess the success of the mentoring relationship based on the SMART goals established
 - 3.12 justify the importance of celebrating:
 - 3.12.1 achievements related to goals
 - 3.12.2 benefits of the relationship
 - 3.13 apply basic skills for either wrapping up or renegotiating a mentoring relationship
- 4. demonstrate basic competencies
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster
 - 5.1 recognize and then analyze the opportunities and barriers in your immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

HSS3050 Becoming a Mentee

Students build a personal profile to engage as a mentee in a successful mentoring relationship to explore career and/or personal goals for citizenship or volunteering in their community.

Supporting Courses

HSS1030: Communication Skills for Health Professionals

HSS1050: Introduction to Mentorship

Outcomes

The student will:

1. demonstrate strategies for building a personal profile in preparation for the mentee role in a mentoring relationship
 - 1.1 define *mentorship*, *mentee* and *mentor*
 - 1.2 summarize the characteristics of a successful mentoring relationship
 - 1.3 list the benefits of mentoring relationships to the:
 - 1.3.1 mentee
 - 1.3.2 mentor
 - 1.3.3 community, including the school community
 - 1.4 outline strategies for assessing personal strengths, development and resiliency, including strategies for assessing:
 - 1.4.1 personal skills and abilities
 - 1.4.2 learning preferences
 - 1.4.3 emotional quotient
 - 1.4.4 beliefs, values and attitudes
 - 1.5 build a personal profile, including:
 - 1.5.1 a Development Assets checklist
 - 1.5.2 a summary of personal strengths identified by completing a Development Assets checklist
 - 1.5.3 a summary of goals for personal development based on results of a Development Assets checklist
 - 1.5.4 a description of personal learning preferences based on assessment using a recognized resource
 - 1.5.5 an evaluation of personal beliefs, values and attitudes based on assessment using a recognized resource
 - 1.5.6 a summary of personal emotional quotient based on assessment using a recognized resource
 - 1.5.7 a summary of personal multiple intelligences based on assessment using a recognized resource
 - 1.6 evaluate personal life roles based on a personal profile, including roles for:
 - 1.6.1 career pathways
 - 1.6.2 family relationships
 - 1.6.3 social relationships
 - 1.6.4 citizenship and volunteering

Becoming a Mentee (continued)

2. demonstrate strategies for becoming a mentee in an effective mentoring relationship
 - 2.1 describe community resources available for meeting goals identified by needs assessment, including:
 - 2.1.1 career goals
 - 2.1.2 citizenship and/or volunteering goals
 - 2.2 select several possible mentors based on life roles identified in personal profiles related to either:
 - 2.2.1 career goals or
 - 2.2.2 citizenship and/or volunteering
 - 2.3 submit a letter(s) of introduction to a prospective mentor(s)
 - 2.4 prepare interview questions
 - 2.5 demonstrate interview skills in a role-playing scenario
 - 2.6 arrange an interview(s)
 - 2.7 conduct an interview(s) with a prospective mentor(s)
 - 2.8 assess the results of the interview(s)
 - 2.9 summarize e-mentorship opportunities available to support personal goals
3. build an effective relationship with a mentor
 - 3.1 describe personal safety considerations for a mentee within a mentoring relationship
 - 3.2 summarize the stages of a mentoring relationship cycle, including:
 - 3.2.1 preparing
 - 3.2.2 discovering and negotiating
 - 3.2.3 building rapport and trust
 - 3.2.4 accomplishing and attaining
 - 3.2.5 wrapping up
 - 3.3 initiate a mentoring relationship with a suitable mentor for either a career or citizenship/volunteering goal
 - 3.4 evaluate the mentoring relationship related to the stages of a mentoring relationship cycle
 - 3.5 exit, negotiate or celebrate the relationship based on evaluation
4. demonstrate basic competencies
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks

Becoming a Mentee (continued)

- 5. create a transitional strategy to accommodate personal changes and build personal values
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

HSS3060 Extending the Mentoring Relationship

Students demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship. Students examine unique populations that commonly occur in communities and adapt mentoring activities to meet the needs of supported populations and cultural differences, including differences related to First Nations, Métis and Inuit (FNMI) perspectives.

Note: Successful completion of this course enables the student to apply for a certificate of completion for Foundations of Mentoring issued by Big Brothers Big Sisters when they meet the standards and requirements specified.

Supporting Courses

HSS1030: Communication Skills for Health Professionals

HSS2030: Perspectives on Interpersonal Relationships

HSS3050: Becoming a Mentee

HSS3070: Peer Mentoring

Outcomes

The student will:

1. demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship
 - 1.1 define *resilience*
 - 1.2 describe the characteristics of resilience
 - 1.3 describe protective factors that enhance resilience, including:
 - 1.3.1 caring and support
 - 1.3.2 high expectations
 - 1.3.3 participation
 - 1.4 analyze personal protective factors and resilience
 - 1.5 lead a mentee through activities to discover his or her own protective factors
 - 1.6 analyze protective factors and resilience for the mentee based on activities designed to discover factors
 - 1.7 select activities for the mentee that build an environment to enhance their resilience
 - 1.8 justify the importance of resilience, for both the mentee and mentor, to the advancement of a successful mentoring relationship
2. demonstrate effective mentoring skills within the context of a mentoring relationship
 - 2.1 demonstrate proficient communication skills in the mentoring relationship
 - 2.2 apply SMART goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
 - 2.3 modify mentoring activities based on the specific needs of a mentee
 - 2.4 lead the mentee through several mentoring activities
 - 2.5 assess the success of several mentoring activities
 - 2.6 assess the effectiveness of the mentoring relationship based on the SMART goals established
 - 2.7 justify the importance of celebrating:
 - 2.7.1 achievements related to goals
 - 2.7.2 benefits of the relationship

Extending the Mentoring Relationship (continued)

- 2.8 demonstrate skills for either wrapping up or renegotiating a mentoring relationship
- 2.9 apply the knowledge available for mentorship support through recognized mentoring organizations and resources, including:
 - 2.9.1 Alberta Mentoring Partnership
 - 2.9.2 Mentoring Canada
- 3. demonstrate mentoring approach skills for unique populations in an actual mentoring relationship
 - 3.1 describe characteristics of supported populations commonly occurring:
 - 3.1.1 in a specific community
 - 3.1.2 in Alberta
 - 3.2 modify mentoring activities for working with a specific supported population, such as individuals living with:
 - 3.2.1 physical disabilities
 - 3.2.2 attention deficit disorder
 - 3.2.3 oppositional defiant disorder
 - 3.2.4 learning disabilities
 - 3.3 outline examples of cultural differences that exist within a specific community
 - 3.4 describe examples of cultural differences that could exist in mentoring relationships
 - 3.5 describe First Nations, Métis and Inuit (FNMI) cultural perspectives that influence mentoring relationships
 - 3.6 plan adapted mentoring strategies acknowledging a specific cultural difference, including a strategy based on FNMI perspectives
- 4. demonstrate basic competencies
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

HSS3070 Peer Mentoring

Students examine the Positive Youth Development Model and assist in the planning, facilitation and assessment of a peer mentoring program for a specific community.

Parameters

Access to an existing Peer Mentoring program or a Peer Mentoring program that is being initiated.

Supporting Courses

CCS3080: Community Enhancement

HSS1030: Communication Skills for Health Professionals

HSS1040: Developing Maturity & Independence

HSS2030: Perspectives on Interpersonal Relationships

HSS2080: Leadership Fundamentals 2

Outcomes

The student will:

1. evaluate the Positive Youth Development (PYD) model
 - 1.1 explain the key components (the five Cs) of PYD, including:
 - 1.1.1 competence
 - 1.1.2 confidence
 - 1.1.3 connection
 - 1.1.4 character
 - 1.1.5 caring
 - 1.2 assess the value of mentoring for positive youth development
 - 1.3 predict how a mentoring relationship could support positive youth development
2. demonstrate basic planning strategies while assisting with an effective peer mentoring program in a specific community
 - 2.1 compare and contrast variations of peer mentoring, including:
 - 2.1.1 peer-to-peer mentoring
 - 2.1.2 cross-age peer mentoring
 - 2.2 describe the benefits of a peer mentoring program in multiple communities, including:
 - 2.2.1 elementary schools
 - 2.2.2 secondary schools
 - 2.2.3 adult communities
 - 2.2.4 seniors communities
 - 2.3 share personal peer mentoring experiences with the project team to determine strengths related to mentoring of team members
 - 2.4 assist in performing a needs assessment for a specific community where a peer mentoring program exists or is being initiated, including the collection of information regarding:
 - 2.4.1 academic needs
 - 2.4.2 social needs
 - 2.4.3 career needs
 - 2.4.4 emotional needs

Peer Mentoring (continued)

- 2.5 collect information necessary in assisting other mentoring administrators to develop capacity for a peer mentoring project, such as information related to:
 - 2.5.1 necessary permissions
 - 2.5.2 facilities and equipment resources
 - 2.5.3 financial resources
 - 2.5.4 human resources
 - 2.5.5 scheduling
 - 2.5.6 advertising
 - 2.5.7 recognition
- 2.6 assist in surveying a specific community to identify individuals seeking mentorship
- 2.7 assist in analyzing data from the survey to determine the capacity for matching mentees and mentors
- 2.8 participate in setting goals for a peer mentoring program based on the results of a needs assessment
- 2.9 justify a course of action decided on by the administration of a peer mentoring program
- 3. assist with building and/or facilitating a peer mentoring program to support a specific community
 - 3.1 demonstrate effective communication skills while building and/or participating in a mentoring program
 - 3.2 establish effective relationships with community leaders
 - 3.3 assist with creating matches between mentors and mentees based on survey results from a needs assessment
 - 3.4 assist with assessing the effectiveness of the matches between mentors and mentees as the mentorship relationships evolve
 - 3.5 demonstrate strategies for supporting mentoring relationships in the program, including:
 - 3.5.1 anticipating supportive resources that may be required to support the mentees and mentors in the program
 - 3.5.2 gathering recognized mentorship resources that may be useful
 - 3.5.3 providing supportive resources to mentors and/or mentees in the program based on needs that arise
- 4. assist with the evaluation of a new or existing mentorship program
 - 4.1 assist with the collection of quantitative and qualitative information about the program from:
 - 4.1.1 mentees
 - 4.1.2 mentors
 - 4.1.3 community leaders
 - 4.2 analyze the information in relation to goals
 - 4.3 support mentors and mentees to renegotiate and/or exit relationships where appropriate under the direction of program administrators
 - 4.4 assist with planning for succession or completion of a mentoring program
 - 4.5 justify the importance of celebrating the program, including:
 - 4.5.1 achievements related to goals
 - 4.5.2 benefits of the mentoring relationships

Peer Mentoring (continued)

5. demonstrate basic competencies
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
6. create a transitional strategy to accommodate personal changes and build personal values
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

CCS3050 Supporting Positive Behaviour

Students learn basic concepts related to human behaviour and analyze behaviour with a behaviour pathways model. Strategies for intentional support for positive behaviours are examined.

Supporting Courses

HSS1030: Communication Skills for Health Professionals

HSS1050: Introduction to Mentorship

HSS2030: Perspectives on Interpersonal Relationships

REC2060: Leadership in Recreation & Sport

Outcomes

The student will:

1. examine human behaviour
 - 1.1 define behaviour
 - 1.2 differentiate between behaviours that are learned and behaviours that are reflexive
 - 1.3 describe how learned behaviours begin and are continued
 - 1.4 describe the communicative purposes of a learned behaviour, including desirable and undesirable behaviour, including:
 - 1.4.1 getting something (attention or tangibles)
 - 1.4.2 avoiding something (escape and avoid)
 - 1.4.3 achieving sensory comfort/regulation
 - 1.5 examine examples of the communicative purposes of behaviours; e.g., giving compliments, completing homework, cooperating with others, swearing, interrupting, bullying
 - 1.6 examine and map the components of a behaviour pathway, including:
 - 1.6.1 setting events
 - 1.6.2 triggers (slow and fast)
 - 1.6.3 replacement behaviours
 - 1.6.4 desired behaviours
 - 1.6.5 problem behaviours
 - 1.6.6 consequences
 - 1.7 describe the potential behavioural impact of personal or situational changes
2. recommend strategies to support positive behaviours
 - 2.1 map pathways of specific behaviours
 - 2.2 examine strategies to support positive behaviours based on the elements of a behaviour pathway, including:
 - 2.2.1 redirecting to a different activity
 - 2.2.2 providing visual information
 - 2.2.3 taking active breaks
 - 2.2.4 participating in a relaxation activity
 - 2.2.5 removing a stressful activity
 - 2.2.6 providing more attention and assistance
 - 2.2.7 providing an easy or preferred task
 - 2.2.8 providing positive feedback for preferred behaviours
 - 2.2.9 cueing (visual and verbal)
 - 2.2.10 setting clear expectations

Supporting Positive Behaviour (continued)

- 2.3 select strategies to support positive personal behavioural change based on a map of specific personal behaviours
- 3. demonstrate basic competencies
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

CCS3060 Supporting Persons with Disabilities 1

Students examine the roles and responsibilities of an individual providing services to persons with disabilities, and gain an appreciation of the transforming perception of societal values and beliefs related to disabilities. Students demonstrate understanding of commonly recognized disabilities, and examine strategies and safety considerations for providing services to persons with disabilities.

Parameters

Access to a mentor who provides services to persons with disabilities is recommended. It is also recommended that the course be taught in tandem with one or more Health, Recreation & Human Services (HRH) courses.

Supporting Courses

CCS1080: Community Volunteerism 1

CCS3020: Health Care 3

CCS3050: Supporting Positive Behaviour

HCS1100: Infection & Immunity 1

HCS2020: First Aid/CPR with AED

HCS2130: Chronic Conditions

HSS1020: Nutrition & Wellness

HSS1100: Nature & Wellness

HSS2030: Perspectives on Interpersonal Relationships

HSS3010: Professional Standards & Ethics

HSS3020: Mental Health & Wellness

Outcomes

The student will:

1. demonstrate an awareness of the practice of disability support in the community
 - 1.1 summarize and outline the origins and characteristics of *person-centred planning* and *family-centred care*
 - 1.2 explain the origins of the term *handicap* and describe *people first language*
 - 1.3 summarize a variety of community living supports available for persons with disabilities, including support homes, independent living supports, respite supports, employment supports and specialized community supports
 - 1.4 describe various careers that provide direct and indirect opportunities to work with individuals with disabilities
 - 1.5 summarize a case study where an assistive technology, adapted sport and/or a progressive community helped an individual with a disability to excel
 - 1.6 examine personal values, attitudes and beliefs about persons in supported populations, including:
 - 1.6.1 the term *disability* to categorize individuals needing support
 - 1.6.2 the origins and meanings of labels
 - 1.6.3 personal experiences and relationships that influence various perspectives on serving persons with disabilities
 - 1.6.4 unique challenges of individuals with invisible disabilities

Supporting Persons with Disabilities 1 (continued)

- 1.7 explain strategies to enhance the inclusion of individuals with physical, mental or emotional challenges, including educating communities and building social awareness and social consciousness
2. demonstrate understanding of commonly recognized disabilities and the reasons for classifying conditions
 - 2.1 define and describe characteristics of several common disabilities, including:
 - 2.1.1 physical disabilities
 - 2.1.2 sensory disabilities
 - 2.1.3 intellectual disabilities
 - 2.1.4 developmental disabilities; e.g., Autism, Asperger Syndrome, Fetal Alcohol Spectrum Disorder
3. describe the roles and responsibilities of individuals working with persons with disabilities
 - 3.1 explain safety considerations when working with persons with disabilities, including:
 - 3.1.1 describing personal safety precautions to maintain client safety
 - 3.1.2 describing personal safety precautions to maintain personal safety
 - 3.1.3 describing roles and responsibilities of individuals serving persons with disabilities with respect to safety processes and procedures, ergonomics, adaptive equipment and hygiene practices
 - 3.1.4 demonstrating an understanding of crisis response plans, and describing roles and responsibilities related to a plan
 - 3.2 describe strategies for developing a supportive and respectful relationship with an individual receiving support in the community
 - 3.3 describe examples of written communication and the importance of written communication specific to various workers/professionals providing services
4. describe strategies to support persons with disabilities in acquiring a skill to enhance their personal wellness
 - 4.1 examine considerations to enhance skill acquisition, including:
 - 4.1.1 motivational factors that affect acquisition of a skill
 - 4.1.2 factors that affect acquisition of a skill; e.g., identifying reasonable goals
 - 4.1.3 formal and informal approaches to acquiring a skill, including “modelling” and “teachable moments”
 - 4.1.4 the importance of defining goals and next steps
 - 4.2 identify skills that enhance the well-being of a person with a disability, and describe a series of strategies to assist skill acquisition, including:
 - 4.2.1 enhancing health and wellness; e.g., following a nutrition and/or exercise routine, such as identifying healthy menu selection, examining healthy food choices, preparing a nutritional meal or snack, establishing sound balance and/or walking techniques, learning a new sport
 - 4.2.2 enhancing personal safety; e.g., promoting use of adaptive equipment, such as clothing, footwear, eating and cooking utensils, canes, walkers, crutches, wheelchairs, dentures, hearing instruments and eyeglasses
 - 4.2.3 developing independence; e.g., shopping for groceries, using local transit

Supporting Persons with Disabilities 1 (continued)

- 4.2.4 developing personal and social skills; e.g., practising a technique in social etiquette, supporting a positive meal experience, supporting a clean-up activity, participating in an adaptive sport
 - 4.2.5 developing healthy relationships; e.g., practising an effective communication skill, learning a new social game or sport
- 5. demonstrate basic competencies
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

CCS3070 Supporting Persons with Disabilities 2

Students gain an appreciation of the uniqueness and capacities of persons with disabilities, and develop strategies for providing services to persons with disabilities.

Parameters

Access to a mentor who provides services to persons with disabilities is recommended. It is also recommended that the course be taught in tandem with one or more Health, Recreation & Human Services (HRH) courses.

Supporting Courses

CCS2080: Community Volunteerism 2
CCS3050: Supporting Positive Behaviour
CCS3080: Community Enhancement
HCS3150: Advances in Medical Technology
HSS1050: Introduction to Mentorship
HSS1080: Leadership Fundamentals 1
HSS2050: Becoming a Mentor
HSS2080: Leadership Fundamentals 2
LGS1030: Relationship Law
REC2060: Leadership in Recreation & Sport
REC3010: Human Movement

Outcomes

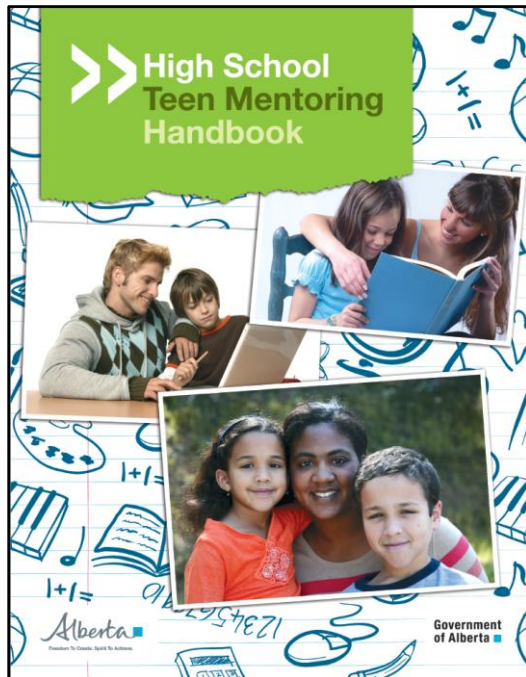
The student will:

1. examine the evolving field of disability studies
 - 1.1 identify evolution of values, attitudes and beliefs, including cultural perspectives about persons with disabilities and their role in the community, and examine experiences and relationships that have influenced these core values
 - 1.2 describe *universal access design and accessibility* and give examples of how universal access design and accessibility improve the lives of persons with disabilities
 - 1.3 identify the role of assistive technologies in the past, present and future
2. examine the practice of inclusion in the community
 - 2.1 define the term inclusion and give examples of how inclusion has altered the landscape of the workplace, the classroom, the arts, the media, recreation and sport, and similar communities, by:
 - 2.1.1 describing a community or program that embraces inclusion
 - 2.1.2 identifying places in the community where persons with disabilities are welcomed and can become involved in activities
 - 2.1.3 identifying places in the community where persons with disabilities should be welcomed and should be involved in activities
 - 2.2 describe how stereotypes, cultural misunderstandings and labelling interfere with advances in inclusion
 - 2.3 examine various organizations that continue to seek greater inclusiveness, and examine the challenges they face
 - 2.4 describe experiences and relationships that influence various perspectives on inclusion
 - 2.5 summarize examples of how dignity and respect are promoted by an inclusive value system

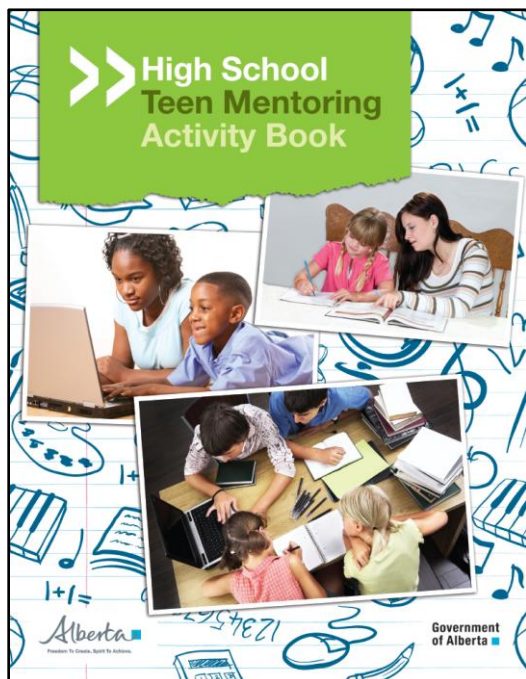
Supporting Persons with Disabilities 2 (continued)

3. explore programs that promote inclusivity
 - 3.1 identify the importance of individuals and organizations working together to promote active participation of persons with disabilities, by:
 - 3.1.1 identifying professionals, volunteers, coaches and community care workers who promote the health and wellness of persons with disabilities
 - 3.1.2 identifying alliances, associations, centres, councils, forums, foundations, help lines, institutes, organizations, placement services, research centres, resource units and societies that promote the health and wellness of persons with disabilities
 - 3.1.3 identifying recreational and sport programs that promote the health and wellness of persons with disabilities
 - 3.2 compare and contrast a number of scenarios, or case studies of persons with disabilities receiving support via networks, and evaluate the factors that contribute to successful outcomes
4. develop strategies for providing supports to persons with disabilities
 - 4.1 describe the personal satisfaction of working with persons with disabilities
 - 4.2 identify the need for persons with disabilities to engage in activities that promote personal growth and self-determination
 - 4.3 identify the need for persons with disabilities to engage in meaningful activities
 - 4.4 explain the terms *functional skills* and *age-appropriate activities*
 - 4.5 design an activity to assist persons with disabilities; e.g., physical, recreational or sport activity, sleep-enhancing ritual, bedtime routine, stress management technique, dental hygiene practice
 - 4.6 evaluate the activity and describe how the activity could be altered, enriched or changed in order to meet the needs of a unique person with a disability
5. demonstrate basic competencies
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
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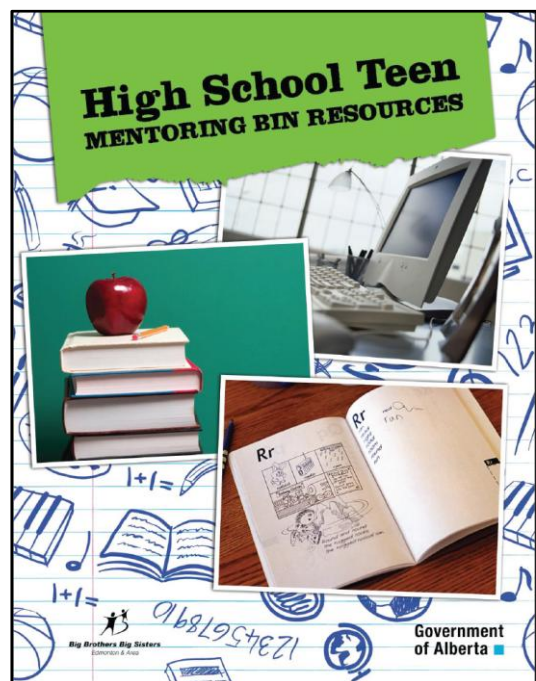
Related Learning Resources



<http://www.albertamentors.ca/public/data/documents/MentoringHandbookpdf.pdf>



<http://www.albertamentors.ca/public/data/documents/MentoringActivityBookpdf.pdf>

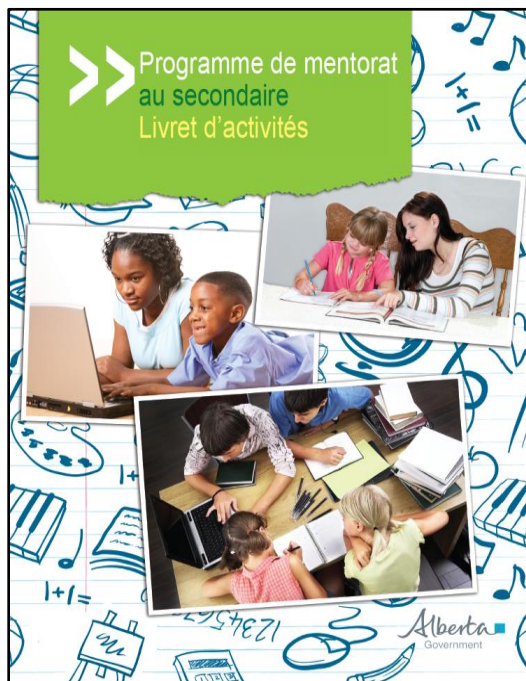


<http://www.albertamentors.ca/public/data/documents/HSTMBinResourcepdf.pdf>

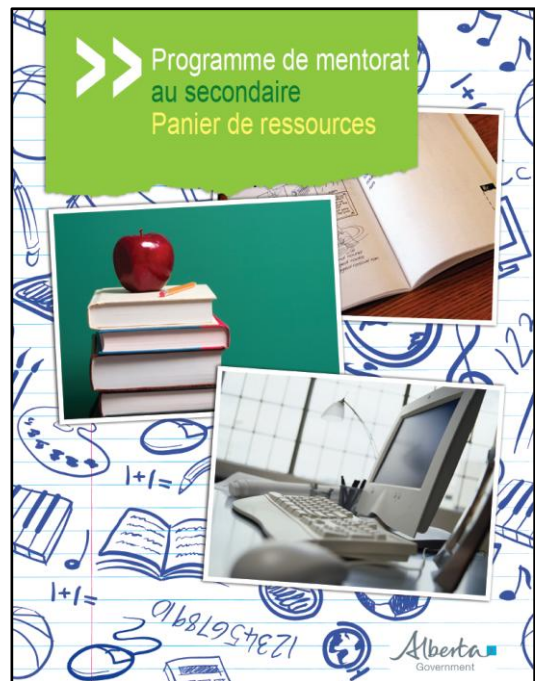
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http://www.albertamentors.ca/public/data/documents/mentorat_manuel.pdf

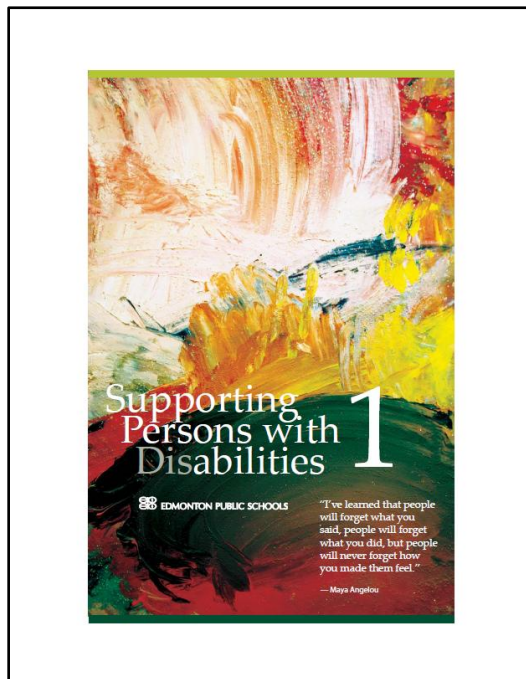


http://www.albertamentors.ca/public/data/documents/mentorat_livret_actvites.pdf

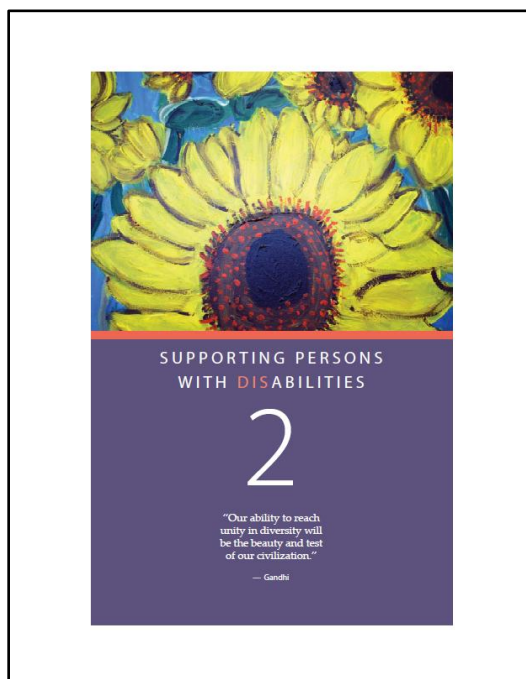


http://www.albertamentors.ca/public/data/documents/panier_ressources.pdf

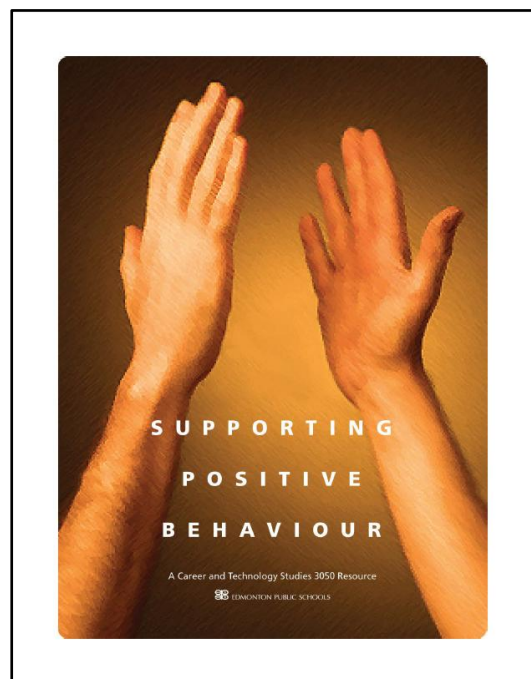
The three authorized resources below were developed by Edmonton Public Schools in collaboration with Cross-Ministry Services Branch, Alberta Education.



<http://www.epsb.ca/datafiles/Disabilites1.pdf>



<http://www.epsb.ca/datafiles/Disabilites2.pdf>



<http://www.epsb.ca/datafiles/CTS3050resource.pdf>